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ABSTRACT

Reported was a project in which the Maryland School for the Blind first conducted surveys of occupational opportunities for the visually handicapped in Maryland and the employment history of adults who attended the Maryland School for the Blind between 1961 and 1971; and then developed a pilot vocational education program in response to survey findings. Approximately 460 employer and 150 former student responses were analyzed in terms of such categories as nature of the employer's business, number of visually impaired workers currently employed in each business, and graduates' mode of travel and current employment status. The program developed in response to survey data was reported to focus on: development of work adjustment skills and interpersonal skills, recognition of the value of social attributes to job success, exploring and creating new job opportunities, and reducing technical skills and training to components that can be taught in the classroom. Provided were results of 128 employer interviews conducted to identify the skills and visual abilities required for jobs in a variety of fields. Numerous classroom activities were suggested by means of which students can be trained in technical skills required in the fields of manufacturing, service industries, sheltered industries, sales and distribution, machining, and assembly line and bench production. (GW)

THE MARYLAND SCHOOL FOR THE BLIND

BALTIMORE, MARYLAND

PHASE I FINAL REPORT

A VOCATIONAL EDUCATION PROGRAM

FOR BLIND CHILDREN AND YOUTH

EC 051 173E

AUGUST, 1972

ED 072907

PHASE I FINAL REPORT

A VOCATIONAL EDUCATION PROGRAM FOR BLIND CHILDREN AND YOUTH

THE MARYLAND SCHOOL FOR THE BLIND
3501 Taylor Avenue
Baltimore, Maryland 21236

ISAAC P. CLAYTON, PROJECT DIRECTOR

INCLUSIVE PERIOD OF CONDUCTING PROJECT

March 1, 1972 — August 31, 1972

AUGUST, 1972

This survey project was funded by the Maryland State Department of Education, Division of Vocational-Technical Education, Baltimore, Maryland.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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November, 1972

Mr. James L. Reid
Assistant State Superintendent
in Vocational-Technical Education
P.O. Box 8717
Friendship International Airport
Baltimore, Maryland 21240

Dear Mr. Reid:

We are pleased to transmit herewith the final report of the survey project, titled "A Vocational Education Program for Blind Children and Youth".

This report represents the culmination of a six-month comprehensive study of 2,000 selected employers throughout the State of Maryland. The survey was focused upon the present and future occupational opportunities for visually impaired persons in the State and the development of a pilot vocational education program which will be implemented at the Maryland School for the Blind.

The members of the Advisory Committee and the project staff wish to express their sincere appreciation for the excellent cooperation which members of your staff (particularly Mrs. Ruth Brown) afforded us throughout the conduct of this project.

Sincerely,

Herbert J. Wolfe
Superintendent

Isaac P. Clayton
Project Director

FOREWORD

The education and training legislation passed during the 1960's focused attention on the need for reliable information on current and future manpower requirements at State and local level. Congress stipulated that the expanded manpower training and vocational education programs be conducted in areas of proven occupational needs to help insure the best utilization of both financial and human resources. (Occupational Outlook Quarterly, Vol. 16, No. I, Spring 1972, Page 33). To assist in this endeavor, the Bureau of Labor Statistics prepared the four volume set, *Tomorrow's Manpower Needs* (BLS Bulletin 1606), which presented detailed national manpower projections. When completed, these volumes will include specific occupations or occupational groups and 100 or more industrial activities. Estimates of annual job openings cover both those resulting from employment growth and those expected to occur because workers retire or leave the labor force for other reasons.

The findings, discussions, and implications which follow should not be construed as being critical of the slow pace at which vocational education programs in schools for the blind have grown but rather as an attempt to respond to the residential school's future challenge in assuming a greater share of the responsibility in developing appropriate vocational education programs identified with occupational opportunities as they exist in the local communities.

August, 1972

ISAAC P. CLAYTON
Project Director

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ACKNOWLEDGEMENTS

This project could not have been conducted without the cooperation and grant (FY1971 No. 86, 88) from the Maryland State Department of Education, Division of Vocational-Technical Education, together with the support and capable assistance of the Department of Vocational Rehabilitation and the Maryland Workshop for the Blind.

We wish to express our appreciation to the Metropolitan Baltimore Council AFL-CIO Unions, the Retail Store Employer's Union and the Bankers Life Insurance Company for their endorsements of the hiring of qualified visually impaired persons.

The Advisory Committee contributed much in the way of valuable suggestions and recommendations for the operation of the project. We honestly appreciate the invaluable service rendered by each member of this Committee:

Mrs. Ruth Brown,
Specialist
Special Programs
Division of Vocational
and Technical-Education
Baltimore, Maryland

Mr. Charles Chandler,
Vice President
Dynamech Corporation
Baltimore, Maryland

Mr. Eugene Spurrier,
Rehabilitations Supervisor
Services to the Blind
Department of
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Baltimore, Maryland

Mr. Jerome Brooks,
Director of Personnel
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Mr. Oscar Will,
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Baltimore, Maryland

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Director
Maryland Workshop for the Blind
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Dr. Donald Maley,
Professor and Chairman
Industrial Education Department
University of Maryland
College Park, Maryland

CHAPTER I

INTRODUCTION

A. Background Information

The content of this report should be assessed in the light of the history and current status of vocational education curricula in schools for the blind at national and local levels.

Over the years, expansion in vocational and technical education has increased on a very limited scale in schools for the education of blind children, as compared with quite extensive development in public schools. The range and quality of educational opportunities in vocational education programs for the blind have not kept pace in either curricula or physical facilities. It is reasonable to assume that this lack is due to the schools' reliance upon the post-graduate experiences which students have under the auspices of public agencies charged with this responsibility. The opportunity of receiving post-graduate training or schooling, however, seems to be available only to a select few. Generally, those blind students with a higher capacity for learning (20% to 40%) are the ones who do, and rightfully so, receive the bulk of advanced education and training. However, this is serving the needs of the minority group, and it is time that educators of the blind begin to serve also the dire needs of the less able majority group through realistic vocational education programs that will provide visually impaired children opportunities for training and employment in suitable and satisfying occupations, in place of the traditional "Pre-occupational" type of program.

Locally, a 1969 study by the Maryland Department of Employment Security provided considerable information about future manpower requirements for the State by using the projection technique and national occupational and industrial projections developed in *Tomorrow's Manpower Needs*, a document published by the Bureau of Labor Statistics. Although the Maryland Department of Employment Security expanded the information provided by the national projection method, the Maryland School for the Blind found that their edition of *Tomorrow's Manpower Needs* did not provide the kind of concrete evidence that could serve as a total basis for making vocational education program projections appropriate for the blind and partially sighted.

The immediate report is designed for Phase I only, but Chapters VI and VII will include a brief description of the succeeding Phases II and III.

B. Statement of Purpose

Beginning March 1, 1972, and ending August 31, 1972, under a grant from the Maryland State Department of Education, Division of Vocational-Technical Education, the Maryland School for the Blind, using the national projection method conducted a survey: (1) to determine occupational opportunities for the blind and partially sighted in the State of Maryland; (2) to determine the employment history and present job placement of visually impaired adults who have attended the Maryland School for the Blind from 1961 through 1971, and (3) to develop a pilot vocational education program in accordance with the findings in "1" and "2" above.

C. Scope of Program

The scope of this project ranges from an assessment of the current and projected occupational opportunities for visually impaired persons in the State of Maryland to an evaluation of the job success of the Maryland School for the Blind's former students over a ten-year period. Immediate steps also include the development of a pilot vocational education program that consists of the following:

1. Work adjustment and interpersonal relationship development
2. The value of social attributes to job success
3. Job opportunities for the blind and partially sighted
4. Reducing technical skill and training to classroom components

CHAPTER II

THE PLANNING ORGANIZATION

A. Advisory Committee

1. *Method of appointment*—Executive Heads and Coordinators in industry, State agencies and private consultants were requested by the Project Director to serve as members of the Advisory Committee to the Vocational Education Program for the Blind Children and Youth Survey Project.

2. *Functions*—The function of the Advisory Committee to the project is advisory in nature rather than policymaking. It is to advise the Project Director and Staff on:

   a. The means of accomplishing most effectively the primary objective of identifying occupational opportunities for visually impaired persons in the State of Maryland.

   b. The current and projected trends in employee job evaluation, training, and placement.

   c. The prime ingredients in the development of meaningful pre-vocational and vocational experiences necessary to enable a visually impaired person to succeed in the world of work.

3. Names and affiliations - The Advisory Committee members are as follows:

Mrs. Ruth Brown, Specialist
Special Programs, Division of Vocational
and Technical Education
Baltimore, Maryland

Mr. Charles Chandler, Vice President
Dynamech Corporation
Baltimore, Maryland

Mr. Eugene Spurrier, Rehabilitations Supervisor
Services to the Blind
Department of Vocational Rehabilitation
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Mr. Jerome Brooks, Director of Personnel
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David Greene Associates
Baltimore, Maryland

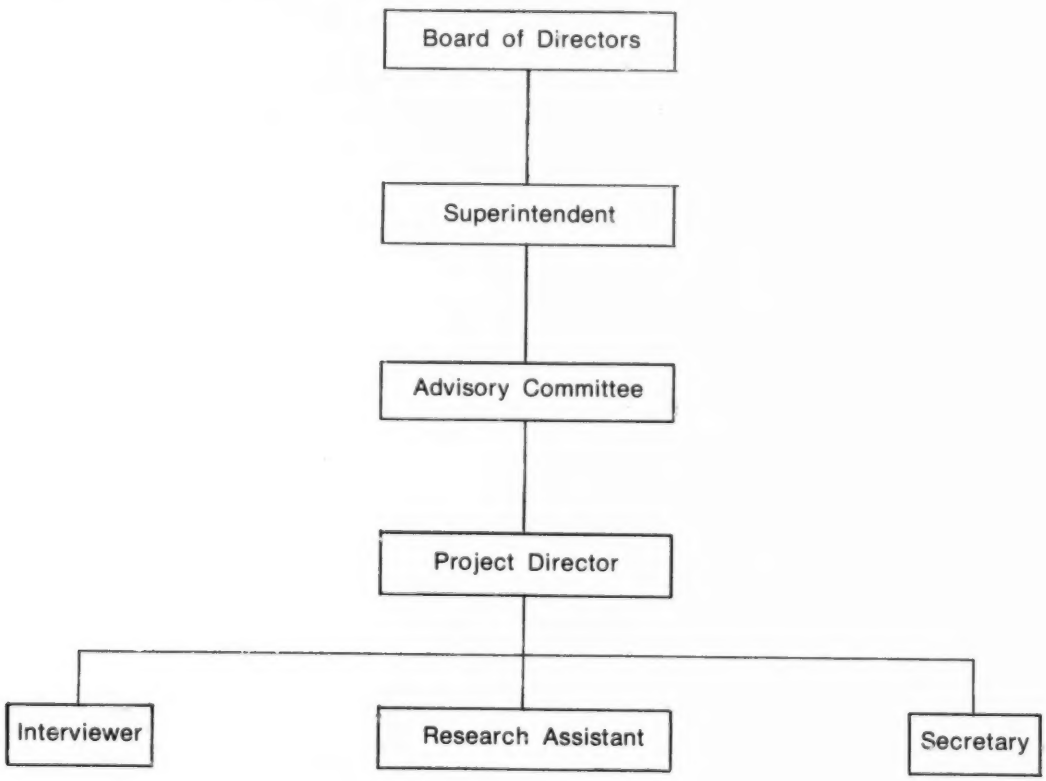
Mr. Milton Freburger, Director
Maryland Workshop for the Blind
Salisbury, Maryland

Dr. Donald Maley, Director of Industrial Arts Education
University of Maryland
College Park, Maryland

B. The Staff

Mr. Isaac P. Clayton, Project Director
Mr. Leland Sanborn, Interviewer
Mrs. Barbara Smith, Research Assistant
Mrs. Marie Danna, Secretary

C. Organizational Chart



CHAPTER III

METHOD OF OPERATION

The underlying philosophy pervading throughout the development of the Vocational Education Program for Blind Children and Youth Survey Project was that there be maximum involvement of interested and informed employers throughout the State of Maryland. Thus, the guidelines for the survey called for extended participation at the "policy-making" level in order that: (1) there would be greater understanding of the employer benefits in contributing to the development of a new source of manpower; (2) the occupational needs of visually impaired persons would be carefully considered; and (3) proper feedback would be afforded in providing occupational information regarding the hiring of visually impaired persons in the State of Maryland. In addition, through a well-structured questionnaire, former students of the Maryland School for the Blind were given an opportunity to participate in the development of the ultimate pilot program presented in Chapter VI of this report.

To obtain the deep involvement and interest of the employers in the State, two thirty-second announcements regarding the conduct of the project were taped by the Maryland State Comptroller, Mr. Louis L. Goldstein. These announcements were played over 65 Maryland AM and FM radio broadcasting stations. Press releases were developed and published in 90 newspapers throughout the State.

In pursuit of the objectives cited above, many fact-finding activities and meetings were conducted to explore the process of obtaining maximum employer cooperation in filling out and returning questionnaires. In retrospect, the employers' contributions have proven invaluable in terms of an impressive number of responses.

As indicated in Chapter II, the Advisory Committee, consisting of executives in industry as well as representatives of various groups concerned, were brought in to assist with the highly specialized tasks of evaluating training and employee job-placement procedures.

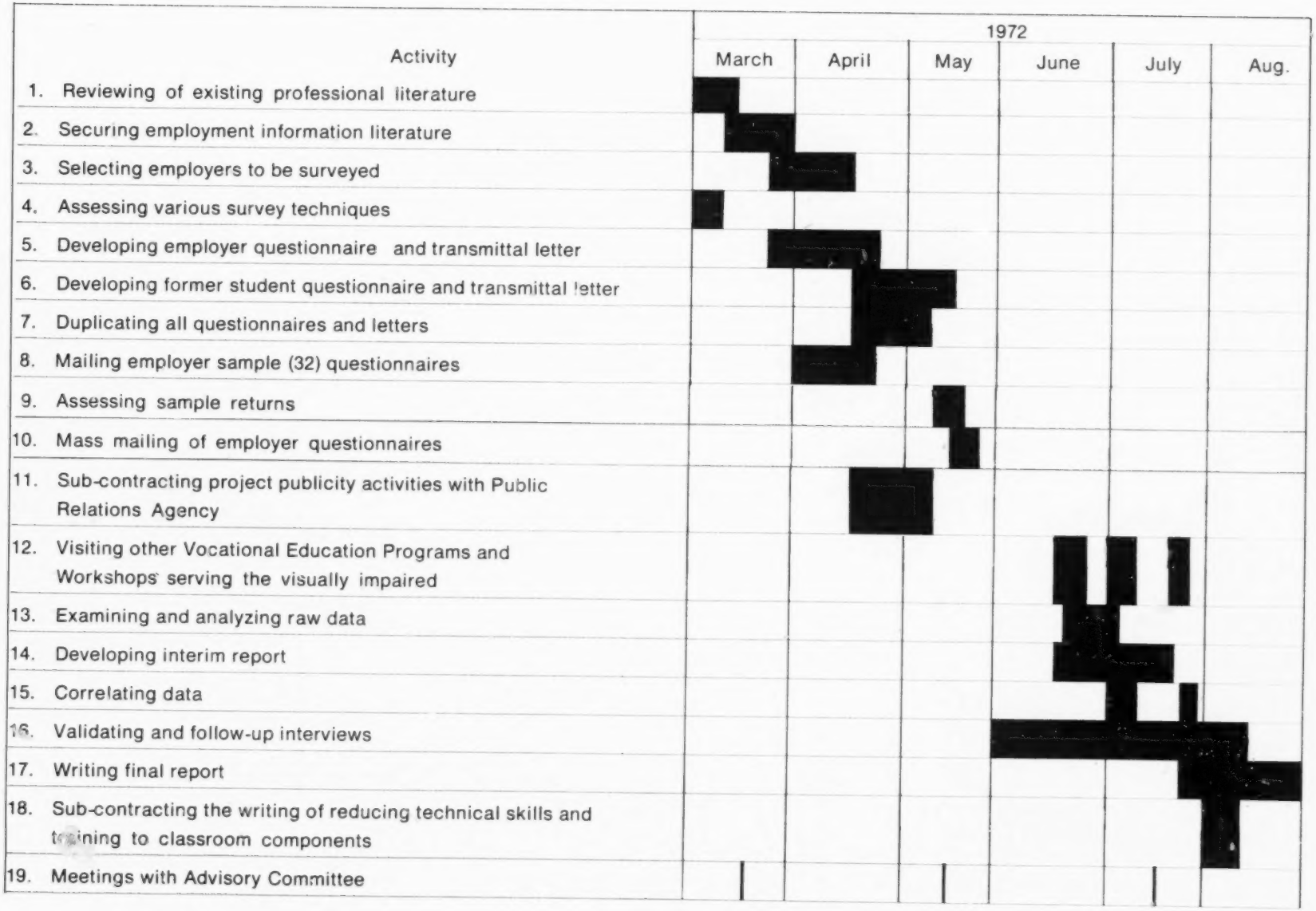
At the project's outset, a "Tentative Activity Timetable" was established. This chart (which appears at the end of this chapter) served as a guideline for the project staff as the planning unfolded.

The project staff spent much of the first month reviewing available literature pertinent to this project. Other concerns of the project staff revolved around the over-all educational activities of students at the Maryland School for the Blind.

To avoid the possible "bottle-neck" that sometimes exists in organizational structures of industry and other business agencies, the transmittal letter, together with questionnaire and business reply envelope, were sent directly to the attention of the President, Vice-President, or other administrative officers, so that the directive with regard to involvement of this project could come from the top echelon as is customary. This was accomplished by ascertaining names and addresses from literature secured from the Baltimore Chamber of Commerce, the Maryland Department of Economic Development, Maryland State Department of Health and Mental Hygiene, and metropolitan and local newspapers of Maryland.

In conclusion, while the concepts and considerations which follow represent the personal views of industry and other business agencies, the Maryland School for the Blind, the Advisory Committee and former students, every effort has been made to focus upon those issues which relate to occupational opportunities for visually impaired persons in the State of Maryland.

TENTATIVE ACTIVITY TIMETABLE FOR THE VOCATIONAL EDUCATION PROGRAMS FOR BLIND CHILDREN AND YOUTH PROJECT


Activity
1972
March
April
May
June
July
Aug.
1. Reviewing of existing professional literature
2. Securing employment information literature
3. Selecting employers to be surveyed
4. Assessing various survey techniques
5. Developing employer questionnaire and transmittal letter
6. Developing former student questionnaire and transmittal letter
7. Duplicating all questionnaires and letters
8. Mailing employer sample (32) questionnaires
9. Assessing sample returns
10. Mass mailing of employer questionnaires
11. Sub-contracting project publicity activities with Public Relations Agency
12. Visiting other Vocational Education Programs and Workshops serving the visually impaired
13. Examining and analyzing raw data
14. Developing interim report
15. Correlating data
16. Validating and follow-up interviews
17. Writing final report
18. Sub-contracting the writing of reducing technical skills and training to classroom components
19. Meetings with Advisory Committee

CHAPTER IV

ANALYSIS OF EMPLOYER QUESTIONNAIRES AND INTERVIEWS

A. Comments on Employer Questionnaires

A simple and direct approach to the question of what understandings, knowledge and skills have immediate relevance to the hiring of visually impaired persons would be to ask those persons who have the responsibility for such hiring. This was precisely the approach used in the study of 1,981 employers throughout the State of Maryland.

To avoid the possible "bottle-neck", as stated in Chapter II, that sometimes exists in organizational structures of industry and other business agencies, the questionnaires were mailed directly to the top administrative echelon. The data provided in the tables that follow will indicate the effectiveness of this particular mailing procedure.

B. Nature of Business Surveyed

A total of 460 employer responses was analyzed. These responses were made by employers in the following types of business:

TABLE 1
EMPLOYERS' RESPONSES AND NATURE OF BUSINESS

Type of Business	Frequency	Type of Business	Frequency
Manufacturing	226	Food Products	67
Sales and Distribution	24	Education, Religion Social Services	35
Communications (Radio, TV, Tele.)	11	Sheltered	18
Medical (Hosp., Med. Ctr., Rest Homes)	53	Government (State, Local, Fed.)	6
Service (Hotels, Motels, Restaurants)	15	Clerical	23
Sub-Total	329	TOTAL	478

C. **Titles of Employers Completing Questionnaires**

The varied administrative titles are indicated in Table 2 below:

TABLE 2

TITLES OF EMPLOYERS COMPLETING QUESTIONNAIRES

Title	Number	Title	Number
President	102	Employee Representative	12
Vice-President	53	Bookkeeper	4
Personnel Manager	96	Editor	2
Secretary	24	Court Clerks	3
Comptroller	7	Board Chairman	1
Marketing Manager	2	M.D.	2
Plant Manager	24	Deans	4
Superintendent	15	Other Educators	8
Manager	57	Coordinator Handicapped	1
Business Manager	10	No Response	8
Administrator	21	Out of Business or moved	4
Sub Total	411	Total	460

As noted in Table 2, better than 50% of the persons completing the questionnaires possessed the administrative authority to determine a negative or positive position regarding the business' involvement in this study. Of equal significance is that over 84% of the questionnaires were completed and returned within ten days after our mailing date. It is reasonable to assume that this prompt and high rate of response is attributed to: (1) the administrative authority of the person receiving the questionnaire; (2) the ease with which the questionnaire could be completed; (3) the noncommittal and confidential nature of the questionnaire; and (4) the concise wording and length of one page.

Many of the employers did not complete the questionnaires but, instead, wrote comments expressing their reason for not wanting to employ blind or partially sighted workers. Table 3 includes the employer's comments and their frequency:

TABLE 3

EMPLOYER COMMENTS

Comments	Frequency
1. Family-owned business	3
2. No position available	2
3. Small business	9
4. Out of business or moving	7
5. Work too dangerous	25
6. Partial vision needed	10
7. Did not work-tried it	2
8. Seasonal work	5
9. Not hiring at this time	12
10. Do not use job areas specified on questionnaire	8
11. Must have union approval	2
12. Budget does not allow	2
13. Work is too technical	14
14. No repetitive type operations	1
15. Must pass physical and sign waiver	2
16. Too much additional strain on supervisory personnel	1
17. Political appointees - judge hires court reporters	1
18. Must consult insurance company	1
19. Disabled employees now 10% - limit	1
20. Possible jobs for handicapped handled by present employees who are ill or injured	1
21. Plant not equipped for blind or partially sighted workers	5
22. Employee must operate a motor vehicle	4
TOTAL	118

It is interesting to note that 23% of the employers surveyed completed and returned the questionnaires and 20% requested a copy of the final report.

As noted in Chapter II, a major part of the follow-up procedures was to arrange a personal interview with the responding employers. Significantly, more than 27% of those responding were personally interviewed.

While it was felt necessary to send a representative from the Maryland School for the Blind to interview employers to ascertain additional information and establish personal contact with the participating employers, we were not able to respond to all of same due to lack of staff and time. Sixty-five percent of the employers responding consented to an interview as indicated on the questionnaire, while 35% did not consent to an interview. However, after a follow-up telephone call, the 15% who said "No", agreed to an interview with the school representative.

Employers were also asked to indicate on the questionnaire whether blind or partially sighted workers were currently employed at their place of business. If the employer's answer was "yes", he was requested to give the employee's job classification. Table 4 illustrates the job classifications and frequency:

TABLE 4

VISUALLY IMPAIRED WORKERS CURRENTLY EMPLOYED

Job Classification	Frequency	Job Classification	Frequency
Laborer	2	DMT Braillist	1
Dispatcher	1	Custodian	1
Sales Associate	1	Service Representative	1
Cooker (poultry)	1	Administrative Assistant	1
Machine Tender	1	Secretary	2
Maintenance Mechanic	2	Clerk	3
Maintenance Foreman	1	Typist	1
Safety Stores Clerk	1	Assistant Professor	1
Truck Yard	1	Speech Teacher	1
Systems Engineer	1	Trouble and Service Man	1
Systems Analyst	2	Employee Representative	1
Vice-President	1	Housekeeper	1
Incoming Materials Handler	2	Engineer	1
Helper-Carton Room	1	Masseur	1
Production Workers	2	Medical Transcriber	5
Machine Operator	1	Dark Room Technician	1
Conveyor Attendant	1	Parking Lot Attendant	1
Paint Production Worker	1	R.N. - OP Dept.	1
Supervisor	1	Social Worker	1
Lab Technician	1	Maid	1
Heat Treater	1	Guard	1
Teacher	2	Warehouse Man	1
Sub-Total	28	Total Currently Employed	57

As noted in Table 4, the small contingency of blind and partially sighted workers employed by those industries and business agencies surveyed certainly suggests that drastic measures must be taken to rectify this alarming lack of visually impaired persons in the mainstream of our work force.

CHAPTER V

ANALYSIS OF FORMER STUDENTS' QUESTIONNAIRES AND INTERVIEWS

A. Questionnaire Results

As part of the study, 343 students attending the Maryland School for the Blind from 1961 through 1971 were sent questionnaires. The purpose for sending the questionnaires was to ascertain pertinent information regarding the nature of their current employment, employment success and specific reaction to the goals of this project. It was hoped from the outset that the former student samplings would extend over a twenty-year period. This, however, was not possible due to the lack of up-to-date records of forwarding addresses. Of the former students sent questionnaires, 44% completed the questionnaires and returned same within 45 days of mailing date. As a part of our follow-up procedures, 20% of the responding former students have been contacted by phone or in person to acquire further information and suggestions regarding the development of a more diversified vocational education program at the Maryland School for the Blind.

Due to the lack of time, the former students' questionnaire and interview responses will be subjected to data processing and presented in table form for the reader's review without undue discussion and interpretation. By this approach, we analyzed possible relationships of answers to questions on the returned questionnaire under the following headings

1. Age
2. Sex
3. Visual information
4. Marital Status
5. Other disabilities
6. Mode of travel
7. Years of education completed
8. Current employment status
9. How employment obtained
10. Employment status
11. Employment history
12. Elements preventing vocational achievement
13. Places of employment
14. Suggestions and recommendations

Much of the raw data collected had little statistical significance to Phase I. However, the raw data will be invaluable to the initial activities of Phase II. The items as listed on the questionnaire have been summarized and tabulated for your review as follows:

B. Questionnaire Summaries

1. *Age*

Years -	(9	10	11	12	13	14	15	16	17	18	19	20	21
Frequency -	1			1	1	1		1		1	7	15	7

Years -	22	23	24	25	26	27	28	29	30	31	32)
Frequency -	7	7	4	5	2	3	1	2	1		1

2. *Sex*

No. responding	Males - 45	Females - 27
No. surveyed	Males - 213	Females - 130

3. *Vision*

Total Blind	Light Perception	5/200	Up to 20/200	Better 20/200	Loss 20/200	Loss Frt.
28	12	10	10	3	1	3

Double categories - 3 No response - 4

4. *Marital Status*

a. single	b. married	c. widowed	d. divorced
63	5	1	1

5. *Other Disabilities*

a. epilepsy
b. spotty brain damage
c. seizure and loss of muscle use of legs
d. ureterostomy
e. mental retardation - surface brain damage
f. loss of balance when walking
g. obese
h. cerebral palsy
i. asthma
j. diabetes
k. slight hearing problem
l. deaf - left ear
m. little retarded

6. *Mode of Travel*

a. cane	b. dog	c. sighted guide	d. no aids
29	1	13	27

7. *Years of Education Completed*

Yrs. Ed. -	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Frequency -	2		2	1	2	3	3	1	1	2	21	10	5	3	6		2	

8. *Current Employment Status*

a. full-time	b. part-time	c. self-employed
24	5	3
d. unemployed	**e. student**	**f. other**
16	19	3

9. *How Employment Obtained*

a. voc rehab.	b. self	c. school	d. other
16	23	4	3

10. *Vocational Success*

a. successful	b. unsuccessful	c. uncertain
18	11	22

11. *Employment in Line with Capabilities*

a. Yes	b. No	c. No response
26	10	34

12. *Elements Preventing Vocational Achievement*

a. lack of job opportunity - 28

b. lack of training - 19

c. other -

(1) lack of vision
(2) training in proper field
(3) personal
(4) discrimination
(5) lack of information
(6) lack of ability
(7) no college education
(8) incomplete schooling
(9) disinterest of DVR, teacher and community

d. no response - 30

13. *Places of Employment*

Number at Present	Job Areas	Number at Present	Job Areas
6	Workshop	1	Telephone interviewer
3	Dictaphone-typist	1	Warehouse worker
5	Hand Assembler	1	Kitchen helper
4	Medical Transcriber	1	Page
1	Hand Stitcher	1	Supply clerk
3	Piano Tuner	1	Switchboard Operator
1	Salesman	9	Other

14. *Former Students' Recommendations for Program Improvements At The Maryland School For The Blind*

More than 33 1/3% of the former students responding were gainfully employed, 33 1/3% were unemployed and 33 1/3% were full-time students. In essence, all of the interviewees recommended and encouraged the inclusion of the following areas of student and program development:

1. That students be exposed to the world of work earlier through off-campus and on-campus work experiences
2. That greater emphasis be placed on social development through activities with other sighted children
3. That more vocational opportunities be provided for broader student selectivity
4. That off-campus activities involve students other than those participating in sports, singing groups and bands, etc.
5. That students be provided greater opportunities in making decisions regarding their conduct and future
6. That greater involvement of parents regarding the students' future be developed
7. That students be provided more information about available job opportunities

It is significant to note that the recommendations cited above were certainly in accord with the end to which the Maryland School for the Blind is directing its resources and efforts.

TABLE 1
FORMER STUDENTS PLACED BY DEPARTMENT OF VOCATIONAL REHABILITATION

Place of Employment	Years of Ed. Completed	Job DVR Obtained	Mode Travel	Vision	Age	Sex		Other Disabilities	Ques. No.
						M	F		
Harford Wkshp.	12	General	No aids	Better 20/200	20	X		None	5
Md. Wkshp.	12	Piece/ work	Cane	T.B.	19		X	Epilepsy	6
Sewing	8	Sewing	No aids	Up to 20/200	23	X		None	13
VA	12	Transcriber	No aids	Up to 20/200	29	X		None	14
Cerebral Palsy Assoc.	14	Work-Study	Sighted Guide	T.B.	21	X		None	16
Col. Lighthouse For Blind	12	Work-Shop	Cane	Up to 20/200	23	X		Ureterostomy	18
Bureau of Visually Impaired	12	Mat Maker	Cane	T.B.	21	X		None	21
Md. Wkshp.	12	Vending Stand Mgr.	No aids	20/200	32	X		None	22
Bureau of Visually Impaired	12	Mat Maker	Cane	T.B.	22	X		None	24
DVR	12	Steno Clerk	Cane	Up to 5/200	27		X	None	30
110 Paca St.	6	Snack Bar Operator	No aids	Up to 5/200	24	X		None	33
Md. Wkshp.	13	Baking	Cane	T.B.	19	X		None	36
VA Center	12	Medical Secretary	Sighted Guide	T.B.	23		X	None	49
Bureau of Visually Impaired	5	Mat Maker	Cane	T.B.	22	X		None	50
Totals DVR		Workshop-11 Total Jobs-14	Cane-7 No aid-5 Sighted-2	T.B.-7 Other-7		11	3	None-12 Other-2	

L.P. - Light Perception
T.B. - Total Blindness

TABLE 2
SELF OBTAINED JOBS

Place	Years of Ed.	Job	Travel	Vision	Age	Sex M	Sex F	Disabilities	Ques. No.
MSB	16	Teacher	Cane	T.B.	22		X	None	1
Md. Gen. Hosp.	13	Transcriber	Cane	T.B.	24	X		Epilepsy	2
MSB	7	Cook	No aids	Up to 5/200	25	X		None	3
Social Security	12	Typist	Cane	T.B.	30		X	None	4
High School	17	Teacher	Cane	L.P.	24		X	None	8
YMCA	13	Day Camp	No aids	L.P.	18	X		None	9
Md. Society Crippled	16	Speech Pathologist	No aids	L.P.	23		X	None	10
Griffith Piano Co.	12	Piano Tuner	Cane	T.B.	20	X		None	22
Dept. of Army	16	Computer-Programmer	No aids	Up to 5/200	27	X		None	15
MIHM Corp.	11	Marine Mechanic	No aids	Up to 5/200	26	X		None	17
Home	—	Caning	No aids	Better 20/200	23	X		None	19
Eastern Exterminating Co.	13	Salesman Part-time	Cane	T.B.	20	X		Asthma	23
U.S. Gen. Acctg. Office	14	Supply Clerk	No aids	Up to 20/200	—	X		None	25
Self-employed	13	Vendor-Hot Dogs	Cane	T.B.	21	X		None	26
Prince George Co. Mem. Lib.	16	Page	Cane	L.P.	20		X	None	28
Kunkel Piano	12	Piano Tech.	No aids	Up to 5/200	24	X		None	29
Soc. Security	12	Clerk-Typist	No aids	Up to 5/200	22	X		None	31
Md. Wkshp.	16	Oper. Stand	No aids	Up to 5/200	29	X		None	32
Lithographers	12	Warehouse-man	No aids	Up to 5/200	28	X		None	34
Totals 19		19	Cane-8 No aid-11	T.B.-6 Partial-13		14	5	2	19

TABLE 3

UNEMPLOYED FORMER STUDENTS

Years of Ed.	Vision	Age	Sex M	Sex F	Mode of Travel	Other Disabilities	Marital Status	Previous Employment	Insuff. Train.	Lack of Job Opportunity	Ques. No.
12	L.P.	20	X		Cane	None	Single	None	—	—	20
16	T.B.	31	X		Cane	None	Married	None	—	—	40
12	5/200	26		X	Cane	None	Married	None	—	—	41
14	T.B.	20		X	Cane	None	Single	None	—	—	42
8	20/200	18		X	No aids	None	Married	None	—	—	43
7	T.B. one eye	19	X		No aids	None	Single	None	—	—	44
—	—	20	X		No aids	None	Single	City Hall Lonaconing	X	X	45
12	T.B.	20	X		No aids	Little Retarded	Single	None	—	—	46
9	5/200	19		X	Cane	None	Single	None	—	—	47
—	T.B.	23	X		No aids	None	Single	Md Wkshp.	—	—	48
2	T.B.	21	X		Cane	None	Married	—	—	—	51
18	T.B.	25	X		Cane	None	Single	—	—	—	52
15	L.P.	21		X	Cane	None	Single	—	—	X	53
16	T.B.	21		X	Cane	None	Single	—	—	—	54
13	20/200	19		X	No aids	None	Single	None	—	—	55
4	L.P.	13		X	Sighted Guide	Deaf Left ear	Single	None	—	—	56
—	T.B.	23	X		Sighted Guide	Hearing Problem	Single	None	—	—	57
—	20/200	20	X		No aids	Diabetes	Single	Md. Perma-lite	—	X	58
15	T.B.	21	X		Cane	None	Single	Library of Congress-71	—	—	59
13	L.P.	22	X		Cane	None	Single	Summer Camp-71	—	—	27
11	20/200	25		X	No aids	None	Divorced	Custom-71 Converters	—	X	35
			X			Deceased					60
6	20/200	12		X	No aids	Cerebral Palsy	Single	—	—	—	61

TABLE 3a
UNEMPLOYED FORMER STUDENTS

Years of Ed.	Vision	Age	Sex M	Sex F	Mode of Travel	Other Dis. abilities	Marital Status	Previous Employment	Insuff. Train.	Lack of Job Opportunity	Ques. No.
14 1/2	T.B.	24		X	Sighted Guide	Obese	Single	None	—	Lack of Accept. Trng.	62
7	20/40 L Light R	14		X	—	—	Single	None	—	—	63
13	T.B.	19		X	Sighted Guide	Brain Damage	Single	None	—	—	64
2	T.B.	9	X		Sighted Guide	None	Single	None	—	—	65
12	L.P.	23		X	Cane	None	Single	J.F. Kennedy Hospital	Not able to cope	—	66
12	L.P.	20	X		Sighted Guide	None	Single	—	—	—	67
8	20/200	16	X		No aids	None	Single	—	—	—	68
12	5/200	27	X		Sighted Guide	Loss of leg Muscle use	Single	—	X	—	69
12	T.B.	19	X		Cane	X	Single	—	X	—	70
13	5/200	20		X	—	None	Single	None	X	—	71
Spec. Ed.	T.B.	21		X	Sighted Guide	Spotty Brain Dam.	Single	—	—	—	72
12	L.P.	22		X	Sighted Guide	Epilepsy	Single	—	X	X	73
10 1/2	20/200	20	X		No aids	None	Single	W.T. Grant	X	—	74
5 Basic Ed.	T.B.	22	X		Cane	None	Single	—	X	—	75
14	20/200	20		X	No aids	Cerebral Palsy	Single	—	--	—	76
15	T.B.	21		X	Dog	None	Single	—	—	—	37
9	L.P.	26		X	No aids	None	Single	—	X	—	38
16	T.B.	25	X		Cane	None	Single	—	—	—	39
Totals 41	T.B. -17 Partial-22		21	18	Dog-1 No aid-13 Cane-15 Sighted Guide-9	None-27 Other-11	Single-35 Divorced-1 Married-4	8	9	6	41

CHAPTER VI

A VOCATIONAL EDUCATION PROGRAM FOR BLIND CHILDREN AND YOUTH

A. Description of Program

The survey project recently conducted by the Maryland School for the Blind, funded by the Maryland State Department of Education, Division of Vocational-Technical Education, revealed occupational opportunities for visually impaired persons in the State of Maryland. The large numbers of employer responses and the enthusiasm exhibited underscore the phenomenal growth and acceptance of the socio-economic values identified with this program. These values extend far beyond the confines of the traditional involvement in vocational education program development arena into the salvaging of an additional source of manpower and restoring a sense of belonging to those outside the mainstream of our society.

Further, we are convinced at the Maryland School for the Blind, that if our students are to achieve full participation in a democratic society, they must engage in a productive effort that will change the socio-economic stigma that have for so long plagued the plight of blind and partially sighted persons.

It is to this end that the program titled "Vocational Education for Blind Children and Youth" was developed. The program consists of the following:

1. Work adjustment and interpersonal relationship development
2. The value of social attributes to job success
3. Job opportunities for the blind and partially sighted
4. Reducing technical skills and training to classroom components

In addition the program is focused on merits of the curricula and creating the conditions which make possible the difficult task of harmoniously integrating the educational experiences required in nurturing the socio-economic and mental development of our students. In accomplishing this end, our students will become independent citizens rather than dependents of society.

B. Job Opportunities for the Visually Impaired Through Job Redesign

A job can be conceptually described as a composite of units or tasks of varying skill requirements, sequenced to produce some output. Task analysis procedures will be used to identify the component activities in jobs of homogeneous skill levels in constructing further job descriptions contained in this section. In communities where a sufficient number of job opportunities are not available for the visually impaired population, a similar procedure will be used to analyze job groups, even when these may exhibit heterogeneous skill requirements, and subsequently to undertake the redesign of jobs. Job redesign may also be possible where several seemingly appropriate jobs are available, but no match between a visually impaired person and a job can be made.

Job redesign techniques directed specifically to making the effective use of manpower have been developed both in industry and in government organizations. Two extensive descriptions of job redesign are presented in pamphlets prepared by the Department of the Army (1954), and by the Society of Personnel Administration (Hieronymus, 1958). These studies, as well as others by the American Institute for Research (Preston, 1956; Peterson & Jones, 1959) have evidenced job inequities where highly skilled persons have been required to spend a disproportionate amount of their activities requiring much less skill and experience.

Job redesign in every instance will not have to occur, because many of the jobs indicated by the employers are currently being performed successfully by visually impaired persons. Further, job redesign does not necessarily result in the creation of additional positions, of course. But redesign can result in greater productivity, since it releases the more skilled persons to perform at jobs demanding higher skill requirements.

The jobs illustrated in the tables that follow, consist of raw data as presented on 128 employer interview reports conducted by the Staff Interviewer. As you will note, no attempt has been made to interpret the implications of vision required, skills and training, sex and residence for the jobs specified in the seven job categories. As the initial activities for Phase II will address itself to: (1) revisiting the industries identified with the new vocational education pilot program, (2) redesigning various jobs where needed and (3) setting up job related experiences at the Maryland School for the Blind.

The tables include the following job opportunity areas as indicated by the employers surveyed:

1. Manufacturing
2. Social and Clerical
3. Hotels, Motels, Health Clubs and Restaurants
4. Hospitals, Rest Homes, and Medical Centers
5. Colleges and Universities
6. Food Products
7. Sales

TABLE 1

EMPLOYERS INTERVIEW REPORTS

A. Manufacturing

Job	Skill Required	Vision Required	Sex	Residence
1. Night Watchman and Cleaner 2. Hand Assembler 3. Machine Presser 4. Labeler 5. Trimmer 6. Burner	**(86)** Shop Training and experience with machines 2,3,4,5,6	Partial Optional		
7. Hand Sewer 8. Bagger and Packer 9. Tacker 10. Sealer 11. Turner	**(93)** Manual dexterity, industrial sewing machine operation and use of pressing machine 7,8,9,10,11	7. Partial 8. None		
12. Punch-press Operator 13. Wrapper-packer 14. Electric-plater 15. Automatic Driller	**(91)** Shop experience and manuel dexterity 12,13,14,15 Some reading print-15	Partial		
16. Packager 17. Material Handler 18. Tacker	**(89)** Skills not given	None		

Please Note: Number in upper left hand corner in bold face type is questionnaire referral number. Number written after skill required refers to the corresponding job in the left column.

TABLE 1 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
19. Bench Worker	**(70)** Punch presses punching holes in metal fittings as they are shaped. - Union Contract - Must start as laborers - work to production.			
20. Packer	**(79)** Stack cartons on pallets - feed to folding and packing machine - general cleaning	Partial		
21. Conveyor Attendant 22. Materials Handler	**(77)** Knowledge of woodworking and power saw. Physical strength-21,22	Partial		
23. Assembly Line Operator 24. Clerical Worker 25. Switchboard Operator	**(72)** Job entry by union contract			
26. Bench Worker 27. Hand Assembler 28. Wrapper-Packer	**(82)** Manual dexterity and power machine knowledge	None		
29. Switchboard Operator 30. Dictaphone Typist	**(68)** Skills not given			MSB Student from Washington County

TABLE 1 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
31. Materials Handler	**(66)** Not given			
32. Jig Watcher 33. Drying Machine Operator 34. Wrapper	**(96)** General knowledge of machines and good manual dexterity-Good mobility 32,33,34	Partial		
35. Buttonhole Sewer 36. Button Sewer 37. Inserters of Stiffeners in Shirt Collars 38. Wrapper-packer	**(45)** Acquaintance with industrial sewing machine-rewind bobbins, re-thread - Mostly women need to meet minimum piece work rate 35,36,37,38			
39. Switchboard Operator 40. Bench Worker 41. Wrapper-packer 42. Plating Helper	**(43)** Manual dexterity Specific knowledge of nature of work 39,40,41,42			From Frederick County
43. Transcriber 44. Switchboard Operator	**(37)** Not given	Needs to know possible adapt. for VH		

TABLE 1 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
45. Machine Sewer 46. Hand Weaver	**(35)** Sewing skills (National Clothing Mfg. Co. may have training facilities for hand weaving) - 45, 46	Good residual sight		
47. Hand Assembler 48. Clock Mechanism Assembler 49. Human Hair in Clamps Fitter 50. Milling Mach. Operator	**(32)** Training in manipulative skills and practice putting a mechanism together Mechanical ability and manipulative skills - 47,48,49,50	47. Partial 49. None		
51. Packer in Shipping Dept.	**(31)** Use micrometer for checking gauge of wire before wrapping			
52. Woodworker 53. Sawer 54. Sprayer 55. Fitter 56. Gluer 57. Polisher 58. Router 59. Packager	**(88)** Woodworking training and experience 52 through 59	52. - 59 Partial		

TABLE 1 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
60. Hand Sewer 61. Turner 62. Presser 63. Bagger	**(87)** Training in industrial machines -60 Manual dexterity -61 Experience with pressing -62 Manual -63	60, 62, 63 - Partial 61 - None		
64. Sewer 65. Border Sewer 66. Asst. Ticker 67. Box Spring Maker	**(80)** Training on industrial machines -64 Manual dexterity -65 Shop Experience -66	Partial with good residual vision		
68. Bench Worker (small parts) 69. Dictaphone-typist	**(75)** Machine handling and mechanical ability -68 Typing and transcribing training -69	68. Partial 69. None		
70. Tacker 71. Bagger 72. Shipping Dock Worker	**(69)** Tacking small tags on pants and sleeves by machine-knowledge of sewing machine -70 Putting plastic bags on suits on hangers -71	70. None 71. Partial 72. Partial		
73. Machine Sewer a. collars b. pockets 74. Clothing Folder 75. Packer	**(50)** Training on industrial sewing machine 73, a,b	Partial		

TABLE 1 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
76. Assembly Worker	**(38)** Manual dexterity - Training program for assembly line 6 weeks training on industrial sewing machines -76	Optional		
77. Assembler-packer (Part-time)	**(30)** Manual dexterity			
78. Dictaphone-typist 79. Switchboard Operator 80. Assembler 81. Packer 82. Wrapper 83. Bottle Capper 84. Labeler Routine 85. Cleaner	**(26)** Not given	Optional		
86. Multiple Drill Press Machine Operator	**(3)** Manual dexterity and training - Use of jig with back and side stops on machine table for each spindle for setting jig and brace work. Change chuck, drills, tap, adjust jig after machine adjusted to depth	Optional		

TABLE 1 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
87. Hand Sewer 88. Heat Sealer 89. Material Spreader 90. Cutter 91. Packager	**(84)** Industrial sewing machine instruction and machine operation. Mower sewing machine for binding. -87,88	Optional		
92. Sales Assistant	**(6)** Intelligence, interest, personality and ability to communicate verbally and in writing		Female	
93. Capper 94. Glass Cutter	**(5)** Manual dexterity - some machine experience possibly -93,94	93. Total 94. Partial		
95. Spreader 96. Porter	**(22)** On-the-job training - 95,96	Partial	Female	
97. Switchboard Operator training with light probe or braille attachment 98. Typist	**(101)** PBX board -97 Recognize clerical set-up for transcribers in "Word Center" -98			

TABLE 1 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
99. Bundler	**(112)** Taking cartons off production machine, bundling according to spaces, stacking on pallet according to consumer requirements, and checking flaws in corrugation, trimming or printing.	Partial		
100. Bench Worker 101. Drill Sharpener 102. Saw Blade Sharpener 103. Conservation Sorter 104. Inspector of Wing Parts 105. Small Parts Packager	**(107)** Sort out useable parts (nuts & bolts) from sweeping-103 Tapping and listening can detect where seal is at fault - 104	91, 102, 103 - Total		
106. Wrapped Soap 107. Liquid Detergent 108. Soap Powder	**(110)** Workers shifted around as lines close down and jobs changed in terms of seniority. Wrapping machine operator makes visual inspection. Palletizing by machine or hand shifts from dept. to dept.			
109. Key Punch Operator 110. Switchboard Operator 111. Dictaphone-Typist 112. Receptionist	**(11)** Arrange taped material -111 Centrex desk type -110 Office practice experience and training - 109,110	109, 111 Total 110, 112 - Partial		

TABLE 1 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
113. Inspector 114. Packager 115. Machine Operator on Electronic Chassis Parts 116. Assembler 117. Packer	**(96)** Plug in and watch lights -113 Use brushpen to mark cartons -114 Parts kits/printed circuit electric shop training and experience -116	Partial		
118. Hand Sewer	**(123)** Canvas Products			
119. Jogger-Part-time	**(102)** Stack, tie and place on skids for binding	Optional	Both	
120. Assembler 121. Packer	**(126)** Manual dexterity and some machine experience	Partial		

TABLE 2

EMPLOYERS INTERVIEW REPORTS

B. Social and Clerical

Job	Skill Required	Vision Required	Sex	Residence
1. Maintenance Worker 2. Housekeeper 3. Administrator	**(62)** Civil Service - 1,2,3 Professional preparation -3	Partial		
4. Transcriber	**(16)** Typing			
5. Switchboard Operator	**(49)** Clerical			
6. Transcriber	**(19)** Typist	Partial		
7. Coin Counter 8. Transcriber 9. Switchboard Operator	**(18)** Manipulative skill and understanding machine sorts and wraps - wrapped coins taken out, placed in boxes - must read amount and record any descrepancy after count. -7	Partial		
10. General Clerk	**(17)** Must see forms and memos in writing and print.	Partial		

TABLE 2 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
11. Dispatcher	**(15)** Must use telephone. Keeps track of each unit by coded card in file racks (if brailled could be handled by visually impaired. Partial to help with color coding, but not necessary. On-the-job training over 4 or 5 weeks.			
12. Dictaphone-Typist 13. Switchboard Operator 14. Food Services Worker 15. Receptionist 16. Information Clerk	**(121)** Well qualified for positions mentioned. -12 through 16			Howard Co. or Columbia Area
C. Sheltered 1. Switchboard Operator 2. Dictaphone-Typist 3. Counselor 4. Keypunch Operator 5. Clerk-Typist	**(122) (115) (116)** Qualified in job skills	Partial		

TABLE 3

EMPLOYERS INTERVIEW REPORTS

D. Restaurants, Hotels, Motels and Health Clubs

Job	Skill Required	Vision Required	Sex	Residence
1. Kitchen Helper (3 full-time night)	**(81)** General work training (run dishwasher, wash pots and pans, sort dishes and silver, etc.)	Partial		
2. Switchboard Operator 3. Dishwasher 4. Pots and Pans Washer 5. Banquet set-up man	**(7)** Some training Maryland School for the Blind kitchen. -3,4 Needs to be husky for lifting -5	Partial		
6. Masseur or Masseuse	**(21)** Interest, desire, basic knowledge of massage procedures-better learned through experience	Partial	Male or Female	
7. Switchboard Operator 8. Data Programmer 9. MTST Operator	**(51)** Training in requisite skills -7, 8, 9	Partial		

TABLE 4

EMPLOYERS INTERVIEW REPORTS

E. Hospitals, Rest Homes and Medical Centers

Job	Skill Required	Vision Required	Sex	Residence
1. Nurses Aide 2. Kitchen Helper 3. Custodial Worker 4. Clerical Worker	**(56)** Not given			Allegany Co.
5. Dark Room Assistant 6. Medical Transcriber 7. Physical Therapy Asst. 8. Kitchen Helper 9. Switchboard-Operator	**(95)** Not given -5,6,8,9 C.C.B. - Physical therapy course -7			
10. Medical Transcriber 11. Laundry Worker 12. Aide 13. Custodial Worker	**(13)** Proper training	Partial		
14. Switchboard Operator 15. Darkroom Technician 16. Darkroom Assistant 17. Laundry Folder 18. Laundry Sorter 19. Data Programer	**(74)** General work attitudes and specialized training in jobs	Partial		

TABLE 4 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
20. Medical Transcriber 21. Typist 22. Wheel Chair Repairing	**(64)** Civil Service-Western Maryland State Hosp. Work study -1/2 semester-summer student program.			
23. Medical Secretary 24. Darkroom Assistant	**(60)** Not given	Partial		
25. Switchboard Operator 26. Medical Transcriber 27. Dark Room Technician 28. Dark Room Assistant 29. Maintenance Worker 30. Kitchen Worker	**(58)** Not given			Western Maryland
31. Switchboard 32. Medical Transcriber 33. Kitchen Helper 34. Cleaner 35. Nurses Aide 36. Dark Room Technician	**(83)** Not given			Eastern Shore
37. Maintenance 38. Kitchen Helper 39. Switchboard Operator 40. Medical Transcriber	**(100)**			
41. Coin Counter and Bagger	**(105)** Identify coins, machine counts, sorts - Read count off machine and record, dump bags of coins into hopper and move bags.	Partial		
42. Kitchen Helper 43. Nurses Aide	**(125)** Kitchen work plus serving on various floors-42 Need Red Cross Home Nursing Certificate-are promoted to nurses' assistants -43	Partial		

TABLE 5

EMPLOYERS INTERVIEW REPORTS

F. Colleges and Universities

Job	Skill Required	Vision Required	Sex	Residence
1. Speech Therapist	**(55)** Teacher-trained in professional skills			
2. Switchboard Operator 3. Faculty Member 4. Custodian	**(12)** PBX Switchboard handles walkie-talkie with guards -2 Speech Therapist -3 Groundskeeper -4	Partial		
5. Faculty Member	**(46)** M.S. or Ph.D.			
6. Switchboard Operator 7. Transcriber 8. Custodial Worker 9. Teacher 10. Pathologist	**(40)** Not Given	Partial		Frederick County
11. Dishwasher 12. Custodian 13. Groundsmen 14. Teacher	**(41)** Manual dexterity and basic skills -11,12,13 Training-Teacher preparation -14	11,12, 13-Partial 14-Optional		

TABLE 5 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
15. Switchboard Operator 16. Transcriber	**(39)** Not Given	Optional		
17. Teacher 18. Switchboard Operator 19. Transcriber	**(12)** Teacher Preparation and college degree -17 Training -18,19	Partial		
20. Data Programer 21. General Clerical Worker	**(1)** On-the-job training under coordinator (fall work study) -20,21	Partial		
22. Switchboard Operator	**(108)** Civil Service (Federal)	Partial		

TABLE 6

EMPLOYERS INTERVIEW REPORTS

G. Food Products

Job	Skill Required	Vision Required	Sex	Residence
1. Switchboard Operator	**(8)** Availability of braille board			
2. Wrapper-Packer	**(9)** Baked goods picked off conveyor and put into packages or sealed in wrappers and packed in boxes -2	2-Total		
3. Key Punch Operator	Keeping information on billing, material, operation, etc. to computers. -3	3-Partial		
4. Transcription Typist	Dictation given over phone to bank of belts from which letters are transcribed by typists. -4			
5. Carton Packer	**(11)** Manual dexterity, machine operation and physical strength Cans come off conveyor and carton is machine shaped around load. Flat carton placed on stack for machine feed. Must remove any bent or wrinkled flats. Start machine if torn label, etc. Problem identified by lights. -5	5-Partial	5-Both	
	Large cartons placed 3X3 criscross on plate which machine lifts onto pallet which moves away when filled. Smallest cartons moved to pallet by worker and piled up one at a time. -6	6-Partial	6-Male	

TABLE 6 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
6. Wrapper-Packer	**(7)** Pick up bacon on conveyor, weigh to tolerance of 1/2 oz.	Partial		
7. Packer 8. Carton Filler & Closer	**(94)** Manual dexterity	Optional		
9. "Dottie" girls 4 Part-time-2 Full time	**(69)** Take telephone orders only, record numbers on printed form for various bottled items. Telephone voice and skill.	Partial	Female	
10. Materials Handler 11. Palletizer 12. Custodian	**(109)** Feed bottles to machine on conveyor line-11 Taking crates of bottled beverages off conveyor -12 General clean-up of floors in work area -13	Partial		
13. Shipping Dock Materials Handler	**(59)** Recognize various beverages as they come off Machine all bottled and in cartons and cases.	Partial		Anne Arundel County
14. Wrapper 15. Bindery Operator	**(44)** Wrapping printed materials -15 Binding -16	Optional	Optional	

TABLE 6 (Continued)

Job	Skill Required	Vision Required	Sex	Residence
16. Press Operator for Printing Cartons 17. Carton Packer 18. Gross Inspector	**(63)** Manual dexterity -17 Takes boxes from press in counted stacks and place in packing boxes. -18 Inspect paper boxes produced. -19	Partial		
19. Name Embosser on Plastic Ident. or Credit Cards	**(34)** Type and operate automatic embossing Machine -20	None		
20. Hand Stitcher 21. Multiple Stitcher 22. Custodian 23. Paper bailer	**(33)** Manual skills on-the-job training for stitchers -21,22,24 Sweep up paper scraps for bailing -23	Partial	21-Female 23,24- Male	
24. Conveyor-Line Worker	**(120)** Manual Dexterity	Partial		
25. Flavor Tester	**(128)** College-enough background in science to afford better communication concerning terminology used. Willing to try Maryland School for the Blind children on consumer tests. On-the-job training experience program now in force.	Optional		
26. Switchboard Operator	**(127)** Considerable sight needed for receptionist duties.	Partial		

TABLE 7
EMPLOYERS INTERVIEW REPORTS

H. Sales

Job	Skill Required	Vision Required	Sex	Residence
1. Salesman	**(54)** Excellent independent living skills plus access to an auto and driver in which equipment appliances, parts, etc. are carried to all contacts. Train, supervise and assist salesmen. Prefer - no previous training. Personable, social attributes, willingness to meet people.	Optional	Male	
2. Sales Associate (Head of Men's Dept., Receiving Dept. and Assistant Manager)	**(76)** General sales knowledge, and business background	Partial		
3. Data Programer 4. Mailing Clerk	**(92)** Specialized training school 3 Manual skills - helps with address, folding, stuffing, bundling advertisements 4			
5. Telephone salesman	**(85)** Read telephone directory. Write simple report of positive findings. Learn routine sales pitch.			
6. Piano Tuners	**(118)** Training in piano tuning.	Optional		

Tables 8 and 9 are presented as an addendum to Tables 1 through 7 in hopes that the reader will acquire a keener understanding of the listed job opportunities and their frequency.

TABLE 8

JOB OPPORTUNITIES AND FREQUENCY

	Mfr	Sales	Comm	Med	Ser	Food Prod	Ed Relig Soc	Shel-Ter	Gov	Freq
Packer	5									5
Clerk				1			3			4
Darkroom Technician				1						1
Darkroom Assistant				3						3
Maintenance	2						1			3
Materials Handler	4									4
Tacker	3									3
Bagger	4									4
Laundry Worker	2									2
Data Programer	1	3								4
Asst. Ticker	1									1
Border Sewer	1									1
Box Spring Maker	1									1
Turner	1									1
Presser	1									1
Woodworker	1									1
Wrapper-Packer	8									8
Keypunch Operator						2				2
Palletizer	2									2
Coin Counter	1						1			2
Masseur or Masseuse						1				1
Milling Machine Operator	1									1
Sub Total		3		5		3	5			55

TABLE 8a

JOB OPPORTUNITIES AND FREQUENCY

	Mfr	Sales	Comm	Med	Ser	Food Prod	Ed Relig Soc	Shel-Ter	Gov	Freq
Hand Weaver	1									1
Plating Helper	1									1
Inserter of Stiffeners	1									1
Jig Watchers	1									1
Drying Machine Operator	1									1
Cutter	2									2
Sorter	2									2
Capper	5									5
Glass Cutter	5									5
Telephone Salesman		3								3
Hand Stitcher	1									1
Multiple Stitcher	1									1
Custodian					7					7
Paper Bailer	7									7
Speech Therapist							2			2
Switchboard Oper.			25							25
Med. Transcriber				5						5
Kitchen Helper					5					5
Nurses Aide				4						4
Heat Sealer	1									1
Packager	1									1
Hand Assembler	8									8
Telephone Girl			2							2
Sub Total	38	3	27	9	12		2			91

TABLE 8b

JOB OPPORTUNITIES AND FREQUENCY

	Mfr	Sales	Comm	Med	Ser	Food Prod	Ed Relig Soc	Shel-Ter	Gov	Freq
Drill & Punch Press Oper.	3									3
Dishwasher					3					3
Banquet Man					1					1
Teacher							1			1
Dispatcher		1								1
Dictaphone-Typist				6			6			12
Machine Sewer	3									3
Clothing Folder	1									1
MTST Operator	1									1
Bench Worker	6									6
Conveyor Attendant	1									1
Boner and Skinner						1				1
Blue Print Reader	1									1
Orderly	1									1
Plater	1									1
Mail Clerk						1				1
Receptionist						1				1
Tool Sharpener	1									1
Smeller and Taster	1									1
Totals	97	7	27	20	16	6	14			187

Table 9 includes jobs currently held by visually impaired persons in those industries and businesses surveyed.

TABLE 9

CURRENTLY EMPLOYED WITH SURVEYED EMPLOYERS

Job	Frequency	Job	Frequency
Faculty Member	2	Transcriber	1
Speech Teacher	1	Darkroom Assistant	1
Secretary	1	Data Programer	1
Darkroom Technician	1	Sewers (2)	2
Medical Transcriber	1	Vice President	1
Medical Secretary	1	Materials Handler	1
Darkroom Assistant	1	Machine Operator	1
Housekeeper	1	Sewer	1
Nurses Aide	1	Production Worker	2
Sales Associate	1	Assembler	1
Dispatcher	1		
Sub Total Jobs	12	Total Jobs	24

C. Reducing Technical Skills and Training to Classroom Components

The traditional method of preparing visually impaired students for the future they are destined to follow has neglected to involve them in realistic learning situations. In many cases, the students have not been taught the ingredients necessary in enabling them to succeed in a chosen vocation. As the students fail to see the connection between an everyday classroom assignment and a job situation, the writer purport to provide in the program that follows the kind of experiences, teacher demonstrations, and job related activities that will enable the teacher and student to focus on prerequisites to job success in a classroom setting.

While the pilot program outline is broad in scope, it has the style, character and simplicity in reducing technical skills and training to classroom components.

The program areas presented are:

Manufacturing Industries
Service Industries
Sheltered Industries
Sales and Distribution
Machine Occupations
Assembly Line and Bench Production

REDUCING TECHNICAL SKILLS AND TRAINING TO CLASSROOM COMPONENTS

TABLE 1
MANUFACTURING

A. Prerequisites for Job Success

1. To be able to concentrate on a specific task over a period of time
2. To have background knowledge of the product you are making
3. To know the interrelationships of specified tasks to the whole
4. To know different shapes, sizes and forms
5. To recognize tools and machines by the sense of touch and/or sound
6. To know sounds and other audio signals to indicate speed and condition of machine (overloading)
7. To be able to pace work task to maintain schedule
8. To be able to associate with co-workers

B. Suggested Activities

1. Language Arts	2. Mathematics	3. Physical Sciences Sensory and Technical	4. Social Sciences
a. Reading exercises on background materials of finished products (e.g. stove) (2,3,4)	a. Solving problems through the use of geometric shapes (3,4,5)	a. Acquiring knowledge of building materials (wood, steel, fiberglass, plastic, cardboard) (1,2,3, 4,5,6,7)	a. Following specific instructions to perform a task as given by an employer (1,2,3,4,7,8)
b. Listening to records and/or tapes on a particular area (2,3,5,6)	b. Doing problems with audio dissertation and verbal response (1,2,3,4)	b. Having an individual building project (1,2,3,5,7,8)	b. Studying the history of machines and manufacturing (2,3,5)

TABLE 1 (Continued)

1. Language Arts	2. Mathematics	3. Physical Sciences	4. Social Sciences
c. Developing own schedule and particular work tasks when given an assignment and a deadline (1,3,7,8)	c. Reviewing volume, area, effect of weight and stress (2,3,4,5,6)	c. Introducing models of part products by lecture; by individual research; by scrutiny (1,2,3, 4,5,7,8)	c. Playing the role of a day in the life of a factory worker (1,8)
d. Playing roles where students act out a stress situation at work (2,5,6, 7,8)	d. Solving word problems (1,2,3)	d. Listening to various engines on machines and identifying them (4,5,6)	d. Participating in "Assembly line" reading where each person is given a particular section to read (1,3,7,8)
e. Reproducing an actual model through schematic readings or drawings (2,3,4)		e. Drawing or giving oral image of a machine being studied (1,2,3,4)	
f. Writing a narrative explaining your work task in a particular manufacturing company (1,2,3,7,8)			

TABLE 2

SERVICE INDUSTRIES

***A. Prerequisites for Job Success**

1. To develop an ability to grasp and evaluate situations
2. To exchange freely with people but retain pertinent facts
3. To be able to develop an organized system for filing or inventory purposes
4. To be able to utilize other supportive services to complete a task
5. To develop an awareness of competitors and how their products differ
6. To develop a willingness to seek help and/or offer the same when situations warrant
7. To become aware of the importance of various company policies
8. To be able to develop good rapport via telephone, written and personal communications

B. Suggested Activities

1. Language Arts	2. Mathematics	3. Physical Sciences	4. Social Sciences
a. Reading stories and writing a short synopsis (1,2,8)	a. Preparing statements of charges and credits (1,3,4,6,8)	a. Studying products and their composition; knowing material, structure, and overall production system (1,2,5,6,7,8)	a. Preparing lists of job descriptions and conducting research and then presenting a short "selling pitch" to the class (1,2,3,4,5,6,7,8)
b. Reading a narrative selection and delivering a two or three minute speech (1,2,8)	b. Being familiar with accounting systems (1,3,4,6)	b. Planning a project where people identify products through the sense of taste, smell or touch, call it "smell-tell", "touch and tell" or "taste and tell" (1,2,3,4, 5,8)	b. Being aware of clientele through voice level, word choice, handshake, and any artificial body ordors. (1,2,6,8)

*These occupational tasks will include private organizations, government services at all levels and public sales services.

TABLE 2 (Continued)

1. Language Arts	2. Mathematics	3. Physical Sciences	4. Social Sciences
c. Role playing for interview situations; calling for information on a particular subject, etc. (1,2,5,6,8)	c. Working out methods of solving a problem and then explain (1,2,3,4,5,6,8)	c. Inviting companies, chemists, biologists or other product control officers to explain their products through lecture and touch (1,2, 4,6,8) (e.g. McCormick Tea & Spice, Esskay Foods)	c. Preparing a study of history of corporations, that are profit and non-profit (1,2,3,4, 6,7,8)
d. Learning voice control and modulation so as to express what you feel (1,2,6,8) e. Reading a series of poems, articles on books and organizing in terms of character development, mood, tone or whatever they develop as a structure for classification (1,2,3,4,5,6,7,8)	d. Doing a joint project where groups of students work together to develop. (1) Working cost sheet consisting of billing itemizing, product cost, profit etc. (2) If an error is discovered, write a letter explaining or call. (3) Mathematically showing sales distribution, product flow, consumers and possible new market areas (charts) (1,2,3,4,5,6,7,8)		

TABLE 3
SHELTERED INDUSTRIES

A. Prerequisite for Job Success

1. To become aware of a service you can provide
2. To acquire an ability to communicate with people in a casual and informative manner
3. To be able to record simple reports
4. To develop an ability to listen
5. To be able to follow directions
6. To acquire basic knowledge of products developed
7. To be able to perform sequential tasks

B. Suggested Activities

1. Language Arts	2. Mathematics	3. Physical Sciences	4. Social Sciences
a. Giving a two (2) minute advertisement on a particular product (1,2,5,6)	a. Giving assignments in terms of word problems (2, 3,4)	a. Studying the composition of products (2)	a. Learning how to relate to people with different backgrounds; social, religious and psychological
b. Role playing a salesman coming to a store to take an order (1,2,3,4,5,6)	b. Completing chemical breakdown of a product (2)	b. Taking an inventory of supplies (1)	b. Selling a product to a 16-yr.-old; 30-yr.-old and 50-yr.-old (1,2,4)
c. Playing a communications game (2,4,5)		c. Analyzing and comparing of other subjects; being aware of pros and cons of what materials are best (2,4,5)	
		d. Taking inventory of supplies in the lab (2,3,6)	

TABLE 4
SALES AND DISTRIBUTION

A. Prerequisites for Job Success

1. To develop an ability to communicate with people
2. To acquire skill in retaining pertinent knowledge
3. To develop selling techniques
4. To learn how to write orders
5. To develop an ability to listen
6. To develop public relations techniques

B. Suggested Activities

1. Language Arts	2. Mathematics	3. Physical Sciences	4. Social Sciences
a. Giving a 2 minute advertisement on a part product (2)	a. Preparing statements of charges and credits (1,3, 4,6,8)	a. Studying the product composition (2)	a. Learning how to relate to people of different backgrounds; social, economic, religious backgrounds.
b. Role playing a salesman coming to a store to take an order (3,4,5,6)	b. Being familiar with accounting systems (1,3,4,6)	b. Learning complete chemical breakdown of products (2)	b. Managing his job and earnings
c. Playing a communications game (5)	c. Working out methods of solving a problem and then explain (1,2,3,4,5,6,8)	c. Analyzing and comparing other subjects to know pros/cons of material to what is best (e.g. tires), what is synthetic rubber, what is meant by radial, steel, plated, 4-ply, and 2 ply (5,6)	c. Selling a product to 16-yr.-old, 30-yr.-old (1,2,3,5,6)

TABLE 4 (Continued)

1. Language Arts	2. Mathematics	3. Physical Sciences	4. Social Sciences
	d. Doing a joint project where groups of students work together to develop: (1) Work cost sheet consisting of billing, itemizing, product cost, profit, etc. (2) If an error is discovered, write a letter explaining or call. (3) Mathematically showing sales distribution, product flow, consumers and possible new market areas (charts) (1,2,3,4,5,6,7,8)		

TABLE 5

MACHINING OCCUPATIONS

A. Prerequisites for Job Success

1. To become familiar with different shapes, forms and signs
2. To develop skill in recognizing sounds and other audio signals to indicate speed and conditions of machine.
3. To become sensitive to heat and odors
4. To develop precision of movement in performing tasks accurately
5. To be able to determine part locations and how they connect
6. To acquire knowledge in machine nomenclature and their functions

B. Suggested Activities

1. Language Arts	2. Mathematics	3. Physical Sciences	4. Social Sciences
a. Using schematic readings or drawings to reproduce an actual model (5,6)	a. Doing an exercise using problems with geometric shapes (3,4,5)	a. Reviewing basic geometric patterns (1)	a. Following special instructions in performing assigned tasks.
b. Writing a narrative on part ordering	b. Doing problems with audio-dissertation and verbal response (1,2,3,4)	b. Studying principles of electricity (ohms, amps, conduits)	b. Studying the history of machines
c. Writing a narrative on how you perform your task	c. Reviewing volume, area, effect of weight, stress (2,3,4,5,6)	c. Stressing factors on material (effects of vibrations, effects of water, air, and other chemicals (2,3)	c. Role playing life in the working day of a machinist
	d. Solving word problems (1,2,3)	d. Drawing an image of machine being studied (1,4,5)	

TABLE 6

ASSEMBLY LINE AND BENCH PRODUCTION

A. Prerequisites for Job Success

1. To develop the ability to concentrate on a specific task over a period of time
2. To learn interrelationship of assigned tasks to the whole
3. To develop skill in group relationship
4. To recognize noise factors-odor factors
5. To acquire an awareness of the importance of being punctual
6. To develop skill in pacing work task to maintain schedule

B. Suggested Activities

1. Language Arts	2. Mathematics	3. Physical Sciences	4. Social Sciences
a. Reading exercises on all background materials of a finished product (e.g., production line of a stove) (2)	a. Doing an exercise using problems with geometric shapes (3,4,5)	a. Learning how we get nautral gases (2)	a. Reading like an "assembly line" where each person is given a part to read (2,3,4,5)
b. Listening to records and/or tapes on part areas (4)	b. Doing problems with audio-dissertation and verbal response (1,2,3,4)	b. Learning what metals are used in a stove (2)	b. Doing group projects.
c. Working assignments based on each person's schedule (6)	c. Reviewing volume, area, effect of weight and stress (2,3,4,5,6)	c. Learning what best conducts heat (2)	
d. Role playing	d. Solving work problems (1,2,3)	d. Acquiring knowledge of life expectancy of materials	
		e. Using actual stove or facsimile of above (2)	

Please note: For the nonvocational student these academic exercises would certainly enhance his total education.

CHAPTER VII

LONG-RANGE PLANNING AND FOLLOW-UP

A. Periodic Review of Vocational Education Program

The many hours of work contained in this report, in many ways, may be contrasted with the "balance sheet" terminology of the accounting profession. That is, the study reflects the status of occupational opportunities in the State of Maryland as of this particular point in time. Obviously, such program needs to be periodically reassessed and re-evaluated in order to keep pace with changing labor market trends, training procedures, and student needs and interests.

B. Long-Range Planning

During appropriate intervals, it will be the responsibility of the Maryland School for the Blind to continually focus on the vocational education program planning activities. A formalized structure will be established which would not only thoroughly identify the program requirements of the vocational education program but will consider the interrelationships of other course offerings which are related to the prevocational and vocational experiences of the Maryland School for the Blind students.

In addition, long-range planning includes the following activities:

1. Phase II

   a. The establishment of a pilot vocational education program (Chapter VI) at the Maryland School for the Blind to demonstrate the use of the curricula developed in Phase I.

   b. The evaluation of the effectiveness of the curricula and pilot program by examining the work histories of those who will have completed the pilot program.

2. Phase III

   The development of a comprehensive vocational education center at the Maryland School for the Blind based upon the results of Phase II, which can serve as a model for other vocational education programs serving blind children and youth.

In conclusion, the long-range planning activities will continue to seek the advice and consultation of the Maryland State Department of Education, Division of Vocational-Technical Education, the Department of Vocational Rehabilitation, the Maryland Workshop for the Blind and the current Advisory Committee.

APPENDIX

The Appendix consists of the following:

Employers' Transmittal Letter
Employers' Questionnaires (16)
Employers' Interview Report Form
Former Students' Transmittal Letter
Former Students' Questionnaire
Former Students' Interview Report Form
Bankers Life Insurance Company Letter
Union Letters

THE MARYLAND SCHOOL FOR THE BLIND
3501 TAYLOR AVENUE
BALTIMORE, MARYLAND 21236
TELEPHONE: 301-444-5000
HERBERT J. WOLFE, M.Ed.
Superintendent

S. JAMES CAMPBELL
President
C. PREVOST BOYCE, JR.
Treasurer
RALEIGH BRENT
Secretary

INDIVIDUALLY ADDRESSED

Beginning March 1, 1972, ending August 31, 1972, under a grant from the Maryland State Department of Education, Division of Vocational Education, the Maryland School for the Blind will be conducting a survey to:

(1) Determine the occupational opportunities for visually impaired persons in the State of Maryland.

(2) Develop appropriate vocational education curricula in accordance with the findings in (1) above.

This is the first time in the State of Maryland that a survey specifically designed to identify occupational opportunities for visually impaired persons has been undertaken. We, therefore, solicit your cooperation in making this much-needed research a meaningful and successful venture.

By completing the enclosed questionnaire and returning same to us in the self-addressed, stamped envelope, you will be providing us with pertinent information that is vital to the conduct of this survey and potentially contributory to the development of a new source of manpower for your business. It would be appreciated if you would return the questionnaire at your earliest convenience or no later than May 26, 1972.

The information you provide on the enclosed questionnaire will be held in the strictest confidence and in no way will you be further obligated.

Please accept our thanks in advance for your cooperation in this very important project.

Sincerely yours,

_____
Chairman of the Board

_____
Superintendent

_____
Project Director

EMPLOYER QUESTIONNAIRE

Directions: Please complete each question with the appropriate information or check (√) in the space provided.

1. Name of Company _____

2. Address _____

_____

3. Nature of Business _____

4. Name of person completing questionnaire _____

5. Title _____ Telephone _____

6. Do you currently have partially sighted or blind workers employed at your place of business? yes ☐ no ☐

   If your answer is yes, in what job classification? _____

_____

7. Would you consider employing partially sighted or blind workers, if they had adequate education and/or training in the following job areas? Please check (√) your selection(s)

   There were sixteen variations of this section of the questionnaire. As job areas were grouped in accordance with titles given in the Dictionary of Occupational Titles, job requirements of the respective industry or business and jobs being performed successfully by other visually impaired persons.

8. Would you consent to a personal interview with a representative from the Maryland School for the Blind? yes ☐ no ☐

9. Results of this survey will be made available to you upon request.

MARYLAND SCHOOL FOR THE BLIND
VOCATIONAL EDUCATION PROGRAM
EMPLOYER INTERVIEW REPORT

Name of Company _____

Nature of Business _____

Address _____ Telephone _____

_____

Person interviewed _____ Title _____ Date _____

Reactions:

1. Now hire blind workers? _____ Number and jobs _____

_____

2. Reaction to hiring a blind worker? _____

_____

3. Possible types of jobs available for blind workers _____

_____

_____

4. Training of skills needed for specific jobs listed above

_____

_____

5. Kind of people sought for employment _____

_____

6. Other general reactions _____

_____

_____

Interview result or summary _____

_____

_____

_____

Date _____ Interviewer _____

THE MARYLAND SCHOOL FOR THE BLIND
3501 TAYLOR AVENUE
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S. JAMES CAMPBELL
President
C. PREVOST BOYCE, JR.
Treasurer
RALEIGH BRENT
Secretary

DATE

NAME
ADDRESS
ZIP

Dear _____,

This is to express our sincere appreciation for your cooperation and generous consideration demonstrated during the recent interview with Mr. Lee Sanborn, our school representative.

Further, we thank you for your meaningful contribution toward the success and conduct of our survey and anticipate future mutually rewarding relationships in connection with the development of our vocational education programs here at the Maryland School for the Blind.

Sincerely,

Isaac P. Clayton
Project Director

IPC:md

THE MARYLAND SCHOOL FOR THE BLIND
3501 Taylor Avenue
Baltimore, Maryland 21236

May 26, 1972

Dear Former Student:

Beginning March 1, 1972, ending August 31, 1972, under a grant from the Maryland State Department of Education, Division of Vocational Education, the Maryland School for the Blind will be conducting a survey to:

(1) Determine through survey the occupational opportunities for visually impaired persons in the State of Maryland.

(2) Determine the employment history and present job placement of visually impaired adults who have attended the Maryland School for the Blind from 1951 through 1971.

(3) Develop appropriate vocational education curricula in accordance with the findings in (1) and (2) above.

This is the first time in the State of Maryland that a survey, specifically designed to identify occupational opportunities for visually impaired persons has been undertaken. We, therefore, solicit your cooperation in making this much-needed research a meaningful and successful venture.

By completing the enclosed questionnaire and returning it to us in the self-addressed, stamped envelope, you will be providing us with pertinent information that is vital to the conduct of this survey and potentially contributory to the development of a long overdue, diversified Vocational Education Facility at the Maryland School for the Blind. It would be appreciated if you would return the questionnaire at your earliest convenience or no later than June 16, 1972.

The information you provide on the enclosed questionnaire will be held in the strictest confidence and in no way will you be further obligated.

Please accept our thanks in advance for your cooperation in this very important project.

Sincerely yours,

Superintendent

Project Director

STUDENT QUESTIONNAIRE

Directions: Please complete each question with the appropriate information or check ( ) in the space provided.

1.

Mr.

Miss _____ Age _____

Mrs.

2. Current Address _____
3. Present vision (better eye): Total Blindness ☐ ; Light perception ☐ ; up to 5/200 ☐ ; up to 20/200 ☐ ; better than 20/200 ☐ ; Loss of side vision ☐ ; Loss of frontal vision ☐ .
4. Other physical disabilities _____
5. Marital Status: single ☐ ; married ☐ ; widowed ☐ ; divorced ☐
6. Living Alone ☐ ; Relative ☐ ; Other _____
7. Mode of travel: a. Cane ☐ b. Dog ☐ c. Sighted guide ☐ d. No aids ☐
8. Years of Education completed _____
9. Current employment status: a. Employed full time ☐ b. Employed part time ☐

   c. Other _____

   d. Unemployed ☐ e. Student ☐ f. Self-employed ☐
10. Employment history:

    a. Present place of employment _____ From _____ to _____

    b. Nature of your position _____

    c. Previous places of employment: (list in order-latest first)

    (1) _____ From _____ to _____

    (2) _____ From _____ to _____
11. Reasons for changing places of employment:

    a. Insufficient training ☐ b. For more money ☐ c. Opportunity for advancement ☐

    d. Personal ☐
12. Do you feel vocationally successful ☐ ; unsuccessful ☐ ; uncertain ☐
13. Do you believe your present employment is in line with your capability?

    Yes ☐ No ☐
14. What factors do you feel have prevented you from achieving greater vocational success;

    Lack of job opportunities ☐ ; Lack of training ☐ ;

    Other _____
15. What suggestions would you make to expand the vocational education program here at the Maryland School for the Blind.

FORMER STUDENT INTERVIEW REPORT

I. What factors do you feel have prevented you from achieving greater vocational success?

A. Lack of job opportunities

1. Employer discriminatory hiring practices
2. Unavailability of job opportunity information
3. Employer's lack of knowledge regarding the ability of visually impaired persons

B. Lack of Training

1. Inadequate vocational program at Maryland School for the Blind
2. Lack of cooperative training provisions on the part of the Maryland School for the Blind, DVR and other training agencies
3. Inability to acquire skill in occupational choice

C. Specific suggestions regarding areas of training

1. Medical transcribing
2. Work @ Workshop
3. Piano tuning
4. Vending Stand Operation

METROPOLITAN BALTIMORE COUNCIL AFL-CIO UNIONS

305 WEST MONUMENT STREET • BALTIMORE, MARYLAND 21201

Telephone 727-1320

September 18, 1972

Mr. Isaac P. Clayton
Project Director
Maryland School for the Blind
3501 Taylor Avenue
Baltimore, Maryland 21236

Dear Mr. Clayton:

It has been brought to my attention that you are concerned as to labors view regarding the employment of the handicapped.

This Council, along with the entire labor movement, overwhelmingly endorses the employment of the handicapped and the disadvantaged. We do not in any way prohibit their employment if they are capable of performing the required duties. In fact, we urge, wherever possible, that the employers implement such practice in their employment policies. Also, we insist that they receive a living wage for the work performed.

I can appreciate your work as I serve as a member on the Baltimore City Committee for the Handicapped and I am aware of the services you perform.

If I can be of any further help or assistance, please feel free to contact me.

With kindest regards and best wishes, I am

Sincerely yours,

Dominic N. Fornaro

Dominic N. Fornaro
President

DNF:s

RETAIL STORE EMPLOYEE'S UNION

LOCAL NO. 692

RETAIL CLERKS INTERNATIONAL ASSOCIATION, AFL-CIO

Alvin Akman
President

VErnon 7-8500
305 W. Monument St.
Baltimore, Maryland 21201

September 14, 1972

Mr. Isaac P. Clayton
Project Director
Maryland School for the Blind
3501 Taylor Avenue
Baltimore, Maryland 21236

Dear Mr. Clayton:

The Retail Store Employees' Union, Local No. 692, has long advocated the hiring of the handicapped and the disadvantaged.

There are no prohibitions in our labor Agreements discouraging the employers from hiring from this segment of our society if the person has the ability to perform the necessary duties.

We heartily endorse your wonderful program and wish you success in your endeavors.

With kindest regards, I am

Very truly yours,

Alvin Akman
President

AA:hs

THE BANKERS LIFE

DES MOINES, IOWA

July 19, 1972

Mr. Isaac P. Clayton
Project Director
The Maryland School for the Blind
3501 Taylor Avenue
Baltimore, Maryland 21236

Dear Mr. Clayton:

Mr. Jared has referred your letter of July 13th to me. Our regular group programs (and by these I mean those covering ten or more employees) have absolutely no prohibition against, nor limitation of coverage for the blind or partially sighted. To become insured under such a program, it is necessary only that the individual be actively at work on the day his coverage is to commence, or in the case of a dependent, that he be neither home nor hospital confined on such date. If the plan is contributory, the eligible worker must also agree within a stated time period (generally 31 days) to make necessary contributions, typically through payroll deduction. There is no underwriting of individuals on regular group policies and there are no contractual provisions relating to physical disabilities. The one possible limitation on coverage of the blind person would be through the "pre-existing conditions" provision. This provides for a newly insured individual no coverage under Major Medical for a pre-existing condition for which the individual received treatment within 90 days of becoming insured until that individual has gone 90 days free of treatment for that condition. In no event, however, does this persist beyond 12 months from the effective date of the individual's coverage. Obviously, it would have no impact on a blind or partially-sighted person as far as that particular disability is concerned unless he was receiving treatment for that condition within the 90 days prior to the effective date of his coverage.

On our smaller group cases (those covering from three to nine employees), individual underwriting is applied to employees. Blindness is recognized in this underwriting but each person is considered individually and I am consequently unable to give you any specific rules. As a general statement,

the factors in underwriting the blind are the duration of blindness, the adjustment made to blindness, work habits, and attitudes, etc. Certainly there are no statistics of which I am aware that indicate the blind are inherently a poorer risk for health insurance benefits than are the sighted; the only reason for concern is the possibility of an increased accident hazard during the relatively early years of blindness.

In summary, Mr. Clayton, I think it's fair to say that as far as the majority of group contracts are concerned, the state of being blind, partially sighted or fully sighted is immaterial to either the placement, operation or pricing of coverage.

Sincerely,

D. L. Krieg
Vice President

cc Mr. W. E. Jared

DLK:jh

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*Note: This listing includes only those references consulted and mentioned in this report.

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